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Service Paper

MEETING THE NEEDS OF THE GIFTED CHILD
IN THE SIXTH GRADE

Submitted by

Karolyn Rose Fisher

(B. S. in Ed., Bridgewater State Teachers College, 1939)

In partial fulfillment of requirements for
the degree of Master of Education

1 9 4 7

First Reader: Dr. Helen B. Sullivan, Professor of
Education

Second Reader: Dr. Donald D. Durrell, Professor of
Education

BOSTON UNIVERSITY
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Gift of K.R. Fisher
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April 29, 1947
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LISTING THE HANDS OF THE GIFTED CHILD

IN THE SIXTH GRADE

Published by

Lester Ross Fisher

(Ph.D. in Ed., State Teachers College, 1937)

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PREFACE

This study aims to suggest the magnitude and the multiplicity of needs and to present a variety of specific references with suggestions as to ways and means of using the same for the purpose of discovering the latent interests and talents of the intellectually gifted child in that area generally recognized as corresponding to the sixth grade level.

These objectives are obtained through the medium of readings with correlated activities in research in accordance with individual variations. Many activities may, furthermore, be suggested as a means of encouraging purposive thinking and working in order to develop tastes and talents and stimulate pupils to collect data in connection with a problem sorting out the relevant from the irrelevant facts, and arranging material for the exercise of judgment in formulating a conclusion and in creative thinking.

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PREFACE

This study aims to suggest the magnitude and the multiplicity of needs and to present a variety of specific references with suggestions as to ways and means of raising the same for the purpose of discovering the latent interests and talents of the intellectually gifted child in that area generally recognized as corresponding to the sixth grade level.

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CHAPTER I

THE GIFTED CHILD

Much has been said and written about the gifted child and in the great majority of instances the term has been restricted, in efforts to define, to the intellectually gifted, and that means attempts to justify minimum and maximum I.Q.'s for grouping purposes, and naming one of these groups as gifted children. This establishing of limits must necessarily lead to unsatisfactory consequences. Who can say that the child with an I.Q. of 120 or 125 shall be placed in this group and the child with an I.Q. of 119 or 124 excluded? There is a difference in the extent to which the child is gifted, of course, but he is gifted even with an I.Q. of 110 and even less. Professor Hollingsworth says:

Realizing 'that above average' covers a wide range of successive and continuous degrees of ability, it will be necessary to define further the degree of intellect that will interest us. This is best done by determining arbitrarily upon a 'certain proportion' of the population or in the language of the laboratory upon a given section of the percentile range.

Thus we might discuss the highest ten per cent of children, or the highest twenty-five per cent as gifted and so forth. The quantitative

CHAPTER I

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Thus we might discuss the highest ten per cent of children, or the highest twenty-five per cent as gifted and so forth. The quantitative

study of the subject is so new that no universal usage in the matter has been established, as to how much intelligence shall permit the individual to be designated as 'gifted'.

Terman, in 1916, suggested the following classification of children on the basis of I.Q.

	I. Q.
Genius or near genius	above 140
Very superior	120-140
Superior	110-120
Average	90-110
Dull normal	80-90
Dull	70-80
Feeble-minded	below 70

This classification has frequently been followed in the literature and in the practise of school psychologists. One often finds children testing anywhere above 110 I.Q., called 'gifted', as synonymous with superior. This range from 110 upward includes a fairly large proportion of all children born. 1/

Professor Carroll says, "The gifted child is one who has an exceptional intelligence which finds expression in high levels of creative thinking and reasoning." 2/

Professor Hollingworth says, "We mean by gifted children those who test above average on standardized scales for the measurement of intelligence, and also those who test much above on scales for measurement of the special talents." 3/

1/ Leta S. Hollingworth, Gifted Children. New York: The Macmillan Company, 1926, p.42.

2/ H.A. Carroll, Genius In The Making, New York: McGraw-Hill Book Company, 1940, p.13.

3/ Leta S. Hollingworth, op. cit., p.43.

Here is found that which will very materially increase the number of gifted children where consideration is given to "special talents" in addition to "intellectual talents" and these children gifted with special talents are perhaps the most in need of particular attention.

Osburn and Rohan ^{1/}state that there are four different types of intelligence, namely: verbal, mechanical, social, and aesthetic.

In the course of the writer's experiences in the classroom and her readings of biographical books and sketches many cases have been observed in which the individual was undoubtedly possessed with no I.Q. which would justify intellectual classification as "gifted" yet the display of accomplishments in the field of "Art" through colored crayon and even water color work was of such high degree of taste and skill as to justify "gifted" (in Art) to an exceptionally high degree. Many similar cases are well authenticated in the fields of Music, and Mechanics. Perhaps in the fields of social intelligence may be found the most striking and more numerous cases of gifted individuals who, because of this special talent, have attained a high degree of success in the fields of salesmanship and public service.

^{1/} W.J. Osborn and B.J. Rohan, Enriching the Curriculum For Gifted Children. New York: The Macmillan Company, 1931, p.97.

Their successes would never be credited to them in the judgment of their teachers based on their academic ranks as they appeared in the school records.

Adams and Brown say:

It is, of course, not assumed that all future leaders are rapid-group pupils. Frequently individuals in the average and slow groups may possess social qualities greatly superior to those possessed by children with keener intellects. In a popular democracy such as ours, socially accelerated individuals may, and frequently do, dominate. 1/

Herein lies one great reason for seeing to it that this particular group of gifted children receive exceptional opportunities for the development of desirable character traits with the highest possible standards and ideals and training in the exercise of judgment that their domination, if and when it does come, may tend to improve the conditions of people as a whole and lead to a more happy and prosperous world.

Most studies and literature on the subject seem to accept as a fact that those handicapped by blindness have been gifted with a keener sense of touch, hearing, and smell as compensation for their deficiency in seeing. So, too, it seems likely that intellectually handicapped individuals may be found to be gifted with some special talent as compensation and thus there may be found to be a much larger percentage of children to be classified as

1/ T. Adams and W. Brown, Teaching the Bright Pupil. New York: Henry Holt and Company, 1930, p.10.

"gifted" than at first sight might seem to exist and in need of some special consideration.

CHAPTER II

NEEDS OF THE GIFTED CHILD

The needs of the gifted child are best met, in a great majority of school systems, by an enriched program of work, although other means are in use, among them being segregation and skipping grades, each of which has many serious objections and seems to have as its purpose saving time. Sooner or later, if this purpose is attained, there is found, in our educational system physical and social maladjustments, due to wide differences in chronological ages in the same class or group. True, it may not be serious until the individual is in college and here it is tragic. Professor Stedman in her book, Education of Gifted Children, says:

It is not wise to push the exceptional child as rapidly as possible through the grades. It is better to enrich the curriculum, keeping the child's intellectual power active in an environment affording opportunities for association with children who are mentally and physically his peers. In this way the child will escape the social ostracism which is the invariable fate of the 'high school baby'. In cases of economic need, the necessity of a 'speeding up' process should be obviated by a system of free scholarships or stipends. 1/

1/ Lulu M. Stedman, Education of Gifted Children. Yonkers-on-Hudson, New York: World Book Company, 1924, p.186.

Dr. H.H. Goddard writes:

The history of the movement for special consideration of the gifted in schools covers sixty years divided into three parts:

3. Enrichment

This period began in 1920 in the public schools of Cleveland, Ohio. The emphasis was not on saving time, but upon keeping the child happily employed with work that is educative, both because it is interesting to him and because it challenges his capabilities by calling for his best efforts continually. It is the first system to recognize, to any degree, the fact that in the education of gifted children we are facing a new problem, and that the new problem must be solved by a new method, not by an adaptation of an old method. 1/

These children are found to be possessed with a wide variety of tastes and needs and therefore, the enriched program of work provided can not be rigid, but must be flexible so that it can be stretched to cover all from the least gifted, sometimes as a group called the "rapid learning", to the most gifted. They need, too, teachers who believe thoroughly in the value to the children of this type of work rather than the rigid, lock-step, routine work with its dulling consequences in encouraging and stimulating of curiosity, imagination, and initiative in purposive thinking and in creative construction. The children need the healthy teacher, both physically and mentally: the energetic, sympathetic,

1/ H.H. Goddard, School Training of Gifted Children.
Yonkers-on-Hudson, New York: World Book Company, 1928, p.1.

resourceful teacher possessed with a broad and deep knowledge in a great variety of fields: one who knows where and how to secure that knowledge which she may not possess and who is not afraid to say, "I don't know," recognizing and admitting the fact that today there is more knowledge of more things in the world than ever previously existed,-- too much for any one mind to possess. Therefore, here is found the excuse for learning to use books and to know how to find facts in securing any information which may be desired.

Bolton in his book, Principles of Education, writes :

Search says the child of a king, plus heredity, plus environment, stands at the door of the school and knocks, asking for that which uniformity can never give. Before the teacher, frequently of limited horizon and questionable motives, there gather in the school fifty children. Whence came they? They are the children of God, born of modifying parent-ages and conditioned by an evolution which knows no uniformity. In sizes, weights, temperaments, physical health, responsibilities, capabilities, and opportunities, what a heterogeneous assemblage! Side by side, in the same school, sit the children of wealth and of poverty, of native and of foreign descent, the well-fed and the meagrely nourished, the warmly clad and the scantily protected from the storm, the refreshed by adequate sleep in rooms of pure air and those worn from meagre hours of rest in a crowded, unventilated room, the child of luxury and the one of heavy responsibilities, the spoiled by indulgent parents and the independent through forced self-reliance, the robust in physical health and the incapacitated by past sicknesses and injuries, the well-taught and the ill-taught, the child of virtue and the one whose whole life is a moral struggle, the child of encouragement and of ambition and the one heart-sick and of little expectancy. Is this an exceptional school? If not, what are the individual rights of these children?

How can any system of uniformity answer the responsibility which it assumes ?

Burbank, the botanical wizard, considers differentiation as absolutely necessary and unavoidable. He says, 'Right here let me lay special stress upon the absurdity, not to call it by a harsher term, of running children through the same mill in a lot, with absolutely no real reference to their individuality. No two children are alike. You cannot expect them to develop alike.' 1/

in the group of so-called "rapid learners" and "gifted children" it would seem absurd not to give this surprisingly large percentage of children more consideration in their educational program than that provided in the curriculum for the normal child. Professor Calkins, in his book, Public Education in the United States, p.451, reproduces a graph taken from Yerkes's The Measurement of Intelligence, p. 56, which shows that out of a group of 505 unselected children, 25.3 per cent had an I.Q. of 75 to 100, 51.54 per cent had less and 23.16 had more. These figures do not take into account those children gifted in Music and Art and other special talents who might not be included among those in the highest third (approximately) when rated on the basis of their I.Q.'s and which, if included, would increase still further the number of gifted children.

1/Frederick Elmer Bolton, Principles of Education.
New York: Charles Scribner's Sons, 1910, pp.319-320.

How can any system of uniformity answer the responsibility which it assumes?

Barbark, the botanical wizard, considers differentiation as absolutely necessary and unavoidable. He says, 'Right here let me lay special stress upon the absurdity, not to call it by a harsher term, of running children through the same mill in a lot, with absolutely no real reference to their individuality. No two children are alike. You cannot expect them to develop alike.' 1/

CHAPTER III

SOCIETY AND THE GIFTED CHILD

When attention is called to the number of children, according to the best authorities, found to be included in the group of so-called "rapid learning" and "gifted children" it would seem absurd not to give this surprisingly large percentage of children more consideration in their educational program than that provided in the curriculum for the normal child. Professor Cubberly, in his book, Public Education in the United States, p.451, reproduces a graph taken from Terman's The Measurement of Intelligence, p. 66, which shows that out of a group of 905 unselected children, 33.9 per cent had an I.Q. of 96 to 105, 31.24 per cent had less and 34.86 had more. These figures do not take into account those children gifted in Music and Art and other special talents who might not be included among those in the highest third (approximately) when rated on the basis of their I.Q.'s and which, if included, would increase still further the number of gifted children.

In the book, The Child: His Nature and His Needs, edited by Dr. M. V. O'Shea, Professor Hollingworth says:

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In the book, The Child: His Nature and His Needs, edited by Dr. M. V. O'Shea, Professor Hollingworth says:

The mentally superior person tends to be superior in all respects (even in physique, as shown in preceding paragraph in this chapter) but there are a few exceptions to this rule of coherence among abilities. Psychologists have discovered at least two talents which do not seem to have much relation to ability in general. These are talents for drawing and talent for music. A child stupid in other respects may excel in music or in representative drawing, and similarly a child who is very bright may be specially defective in these respects. 1/

The writer from experience and observation in the class room followed by contacts with some children after they have left school, feels that other talents apparently having no connection with ability in general are "Social Talent" and "Mechanical Talent."

This situation involving about one-third of all children demands some special consideration if society is to secure returns from the possibilities in public service and efficient leadership found as latent talents in these groups of gifted children and liable to atrophy through neglect on the part of educational agencies to exercise and develop them.

The curriculum of our schools is generally made up for the middle third and much consideration has been given to the lowest third through the organization of special classes and in many states made mandatory by legislation, but the upper third seems to be the forgotten and the neglected group.

1/ M.V. O'Shea, The Child: His Nature and His Needs.
Valparaiso, Indiana: The Children's Foundation, 1924, p.296.

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Professor O'Shea says:

In some countries, particularly our own, statesmen are coming to see that the stability and prosperity of a nation depend mainly in the long run upon the mental poise and acumen, and the social understanding and good will of the rising generation, which values can be secured only by a proper regimen of bodily, mental, and social training. 1/

Dr. Hollingworth in The Child: His Nature and His Needs states:

Schools cannot equalize children; schools can only equalize opportunity. It may well be thought to be highly undemocratic to provide full opportunity for the exercise of their capacities to some, while to others the same offering means only partial exercise of their powers. It is hard for a psychologist to define democracy, but perhaps one acceptable definition might be that it is a condition of affairs, in which every human being has opportunity to live and work in accordance with inborn capacity for achievement. 2/

Dr. Goddard in the introduction to Three Hundred Gifted Children by Sumption, writes, "We are in desperate need of leaders. A democracy will always need leaders. There are in the United States a million and a half children with sufficient intelligence to be educated for leadership." 3/

1/ M.V. O'Shea, The Child: His Nature and His Needs. Valparaiso, Indiana: The Children's Foundation, 1924, p.1

2/ M.R. Sumption, Three Hundred Gifted Children. Yonkers-on-Hudson, New York: The World Book Company, 1941, p.xviii.

3/ M.V. O'Shea, op. cit., p. 298.

Dr. Demiashevich in his book, An Introduction to the Philosophy of Education writes:

Now that the Western world has definitely passed the frontier period with its Agamemnonian romance of open-field generalship and horseback statesmanship, the less colorful but not less difficult Periclean leadership is the great necessity for nations living in this changeful and ever more complex civilization. Such leadership can reasonably be found only in well-informed, broadly cultured men and women trained through sustained, precise thinking and capable of perceiving with the magnifying glass of a well-formed and adequately informed intellect the almost intangible indications marking off the right course through the maze of complex modern conditions.

One of the vital residual functions of the public school is to foster and to develop the reflective, learned leaders, capable of far-sightedness through the perspective of the accumulated experience of centuries. Unless the school lives up to its mission of furnishing potential Periclean leaders to the nation which has matured into the Periclean conditions of life, two equally great evils will fall upon its national leadership. First, when Periclean leaders have to adapt themselves to the out-of-date but still glorified Agamemnonian standards, more often than not many such leaders, for fear of being accused of assuming a superior attitude, will become a sort of Greek slave in Rome, a writer of the master's opinions, quite often to the greater detriment of the master-- the popular masses-- than of the slave. Second, when uninformed, untrained Agamemnonian leaders have to act in a Periclean situation, they usually either fall into the disastrous policy, 'I am their leader, therefore I must follow them;' or they become the proverbial blind bull in a china shop, with this important modification of the hilarious old simile--instead of china it is our lives that are broken by raw, clumsy, incompetent leadership, however spectacular or brave. 1/

1/ Michael Demiashevich, An Introduction to the Philosophy of Education. New York: American Book Company, 1935, pp.412-413.

Professor H.A. Carroll says:

Intellectually gifted children constitute democracy's greatest wealth. There seems little reason to question Thorndike's statement that 'all competent observers of the world's work and workers will agree that a very small number of men and women of great ability and good will account for a very large fraction of the world's progress'. This being true, it would seem that public education should feel itself responsible for meeting the needs of these few. 1/

Careful records should be kept as to the extent of the potential capabilities and achievements relative to their capabilities of rapid learning and gifted children as this information can profitably be used in the guidance work which is coming more and more to be recognized as an important and worth while activity in the public school system. The earlier the tastes and talents can be discovered the greater is the probability of their more efficient and extensive development with the inevitable securing of highly profitable return to society by services rendered.

1/ H.A. Carroll, Genius In The Making. New York: McGraw-Hill Book Company, Inc., 1940, p.218.

CHAPTER IV

THE ENRICHED PROGRAM

Reading

Enrichment,... definitely involves a change in curriculum and this change is usually accompanied by a change in teaching method. The change in teaching method grows out of the fact that in the enriched curriculum new learning situations are created and new teaching methods are demanded to meet these situations. The enriched curriculum is broader than the regular one. Its implications go farther afield. It gives wider scope for the development of varied abilities, interests, and aptitudes. The child is encouraged to explore more deeply the background of his school subjects. The broader implications of subject material are considered in more detail. 1/

The "enriched program" of this chapter has been tested by use in a regular classroom of a sixth grade over a period of many years. ^{by various teachers} One year doing some things and other years doing other things. The selection of children for this work was based on a minimum I.Q. of 110 and others gifted in music and art. The Binet and Pintner General Ability Tests Verbal Series, Intermediate- Form A, were used in making the selection of the gifted children, supplemented by the teacher's judgment for music and art. The writer does not feel, however, that it is essential to use tests in order that this "Enriched Program" be effectively utilized.

1/ Merle R. Sumption, Three Hundred Gifted Children.
Boston: World Book Company, 1941, pp.29-40.

Section A -- Room Library

"Read not to contradict and confute, nor to believe and take for granted, nor to find Talk and Discourse, but to weigh and consider."
--Francis Bacon.

There should be a library table or a library corner, where many books and reading material suited to varied interests of the gifted child in grade six are to be found, and where the children can go to read at regular library periods and at other times during the day.

The library corner should be an interesting, inviting place. It should be furnished with a book table and chairs of correct height. A bulletin board may be used to display book jackets and clippings. There should be an appealing arrangement of books and magazines. Here the children should learn to know and love books as they spend time in their company. The children should take charge and be responsible for arranging, equipping, and maintaining the library corner. They may be encouraged to bring their own books from home to share with others. A great variety of books should be used, such as books of travel, tales of adventure, nature books, story books, informational material, books of poetry, reference books needed for the various subjects, magazines, newspapers, clippings, and stereopticon views accompanied by related reading material. The classification of books offers another activity for children in

which to engage. Let them decide how their books should be arranged. Labels showing the classification of books should be made and placed where they will be helpful in selecting material. Books should be plainly numbered.

At the beginning, in the selection of books for the room library, the teacher will be obliged to exercise her judgment in choosing material in an effort to anticipate the varied probable interests and talents of the children in her room. Select a few books at a time and do not be discouraged if you find that some of your selections are not, at first, used, for sooner or later, as the years go by, some day there will appear a child who will be interested in that book and use it. Early each year, inquiry can be made to see what hobbies the children in your room have and then books can be selected and added to the room library. Similarly, information can be secured as to the stories they like and which they might like to dramatize; those topics in the development of our civilization such as: housing, dress, transportation, communication, etc. which have the greatest appeal, can be determined and books secured dealing mainly with those topics of the greatest appeal.

Children working together in a field of mutual interest are unconscious parties in a field of social training, and not infrequently, if this work and these activities are opened to those evincing interest, oftentimes they

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will produce results far in excess of that which their I.Q.'s might prognosticate because of the elements of enthusiasm, ambition, energy, and hard, persistent efforts to create.

If there are enough books in the classroom library to allow children to take them home, a definite way of checking out and returning books should be decided upon by the class. They may choose a committee to visit the public library to get ideas. A regular time should be set aside for securing and returning books. Pupils could take turns at being a classroom librarian.

The following method may be used in checking :

1. The child writes his name and the number of the book he selects on a slip of paper.
2. A child librarian stamps the date on the slip.
3. He places the slip in a box on the library table.
4. He gives a duplicate slip to the teacher for her record.
5. The teacher checks his reading of the book by letting him read parts orally, or discuss his book in a group.
6. The child can then place the picture of a miniature book on the library achievement chart or whatever other check the teacher may suggest.

Another convenient, although perhaps more elaborate way of providing for books being taken out is a "dummy" system. Cut out pieces of heavy cardboard or mounting

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way of providing for books being taken out is a "dummy" system. Cut out pieces of heavy cardboard or mounting

board--plywood is excellent-- 5" x 8" or convenient size and fasten thereon a small pocket envelope. This is the dummy and there should be at least as many dummies as there are children in the class. Have two or three hundred small cards, of two colors, blue and white, of a size which will conveniently fit into the pocket envelope of the dummy. When a child takes out a book, he writes his name and the name of the book he wishes to take out on each-- a white card and a blue card, also placing on each card the date he takes out the book: the blue card he puts in the pocket of a dummy and puts the dummy in the place where the book belongs, and gives the white card to the librarian or preferably the teacher. The librarian's duty would be to see to it that the procedures are faithfully followed. When the book is returned, the child puts the book in place of the dummy, and removes the blue card from the pocket envelope, giving it to the librarian or, again, preferably to the teacher who compares it with the white card which she has to see that they are alike. She puts the date of the return on the white card which she keeps, after she destroys the blue card. By keeping these white cards, the teacher has a complete record of the books read by each child.

If book reports are required, it is better to invite rather than to require, that they be written with a purpose. Such book reports may include :

board-plywood is excellent--5" x 8" or convenient size and faster than a small pocket envelope. This is the dummy and there should be at least as many dummies as there are children in the class. Have two or three numbered small cards, of two colors, blue and white, of a size which will conveniently fit into the pocket envelope of the dummy. When a child takes out a book, he writes his name and the name of the book he wishes to take out on each--a white card and a blue card, also placing on each card the date he takes out the book: the blue card he puts in the pocket of a dummy and puts the dummy in the place where the book belongs, and gives the white card to the librarian or preferably the teacher. The librarian's duty would be to see to it that the procedures are faithfully followed. When the book is returned, the child puts the book in place of the dummy, and removes the blue card from the pocket envelope, giving it to the librarian or, again, preferably to the teacher who compares it with the white card which she has to see that they are alike. She puts the date of the return on the white card which she keeps, after she destroys the blue card. By keeping these white cards, the teacher has a complete record of the books read by each child.

If book reports are required, it is better to invite rather than to require, that they be written with a purpose. Such book reports may include:

Title of book

Name of author

A few comments of the following types :

The pupil's personal reaction to the book. Whether he liked it and why.

What it made him think about. It should be definite, individual, brief.

Three or four sentences stating the kind of book he read and why he does or does not recommend it.

Some of the methods of guiding children in the choice of books are :

- (1) Posters
- (2) Classified Lists
- (3) Exhibits of Newbery Prize Books
- (4) Attractive illustrations from books
- (5) Display of new books
- (6) Exhibit of individual records of books read
- (7) Assembly programs
- (8) Observance of Book Week
- (9) Exhibits of books obtained from library or homes
- (10) Voluntary oral reports of books read
- (11) Graded book lists

Have the children make rules they think should be observed when reading at the library table or corner.

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Have the children make rules they think should be observed

when reading at the library table or corner.

If library equipment is not furnished, the making of it provides a worth-while activity for children. The children or a committee of children can be sent to visit rooms that have a library corner or to the children's room in a public library to see what is needed, how books are arranged, how checked out. Boys can bring their tools, and from the corner grocery store or from home they can secure orange crates or soft wood of any kind to construct chairs, tables or book shelves. Measuring the desired height of chairs, or the size of tables and book shelves correlates with arithmetic experiences. Attractive covers for chair backs, table runners or book shelf tops, the girls would enjoy doing, especially those gifted in art for color combinations. When children make such equipment they really feel that the library belongs to them.

Then comes the problem of obtaining books for the library. Sometimes these are furnished by the school department or loaned from the public library. When this is impossible, get the children to think of books they would like to have and how they can be secured. Books may be brought from home or donated by the Parent-Teacher Association, or by private individuals or by raising funds. The five and ten cent stores at times have some good books.

The library habit is especially important for the gifted child, since it is here that every challenge can

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 The library habit is especially important for the
 gifted child, since it is here that every challenge can

originate and here, too, may be found the answers. Because of this it is quite evident that great care should be exercised in the choice of books.

Activities

Bulletin Board

Excursion to public library

Exhibits

A Writers' Club

A Travel Club

Current Events Club

Contact with authors through their publishers

Reading and reporting on biographies of famous authors

Correspondence with authors of favorite books

Correspondence with authors of Newbery and Caldecott

Prize Books

Carrying on a school newspaper

Making booklets about authors I should like to know,

or authors I should like to have known

Keeping notebooks of clippings, jokes, clever stories,

stories of heroism, stories of adventure

Selecting and preparing materials for the bulletin board

Making pictures of favorite characters found in books

Illustrating stories by making posters

Making booklets of drawings illustrating interesting

scenes or characters in books

Associate Editor for Junior Red Cross

Keeping card files of interesting books read with a
brief report of each book

Keep a list of stories or books read under various
headings: travel, biography, fiction, fairy tales,
adventure, etc.

Make a list of stories illustrating various character
traits

THE SCHOOL NEWSPAPER

Organization of Staff

Sponsor-- The Teacher

Editor - in - Chief

Assistant to Editor - in - Chief

Business Manager

Assistant to Business Manager

Associate Editor for Literature

Associate Editor for Poetry

Associate Editor for Music

Associate Editor for Art

Associate Editor for Radio

Associate Editor for School Movies

Associate Editor for Science

Associate Editor for Sports

Associate Editor for Aviation

Associate Editor for Junior Red Cross

Associate Editor for Library

Associate Editor for Lost and Found

Associate Editor for Personal Notes

The number of Associate Editors can be increased by adding other departments or reduced by omitting some departments or combining departments with a broader and more inclusive heading.

If the newspaper originates in a sixth grade room, it presupposes a school system organized on a 6-3-3 plan; otherwise, in an 8-4 plan, it should logically originate in an eighth grade room. However, with the approval of the Principal, it could originate and be conducted by a sixth grade room in an 8-4 school system. All copy before being typed and mimeographed for distribution should be approved by the room teacher and the principal of the building. A reporter should be elected in each room to send in copy for the paper, and this copy should have the approval of the room teacher before being given to the Editor-in-Chief. Invitations to send in copy for the paper should be extended to the School Department, represented by the Superintendent of Schools, to the Parent-Teacher Association, if there is one connected with the school and, in fact, to every group connected in any way with the school.

The pupils should elect an Editor-in-Chief and an Assistant, also a Business Manager and an Assistant, and such others as they may wish to have charge of the various departments to be represented in the paper, such as: Sports, Personal News, Lost and Found, Literature, Educational Activities, Social Activities. These with the Sponsor constitute the Staff.

The entire staff must have meetings at which the Editor-in-Chief will preside and the sponsor should be present in an advisory capacity only. Care must be exercised to make the pupils feel that it is their paper, and they should be allowed to learn by experience with never any interference from the teacher except in matters of vital importance affecting the best interests of the school as a whole. Questions to be asked by the teacher ? Yes, but advice given only as the result of a request for it.

Questions: The Newspaper, too, can be made the strongest

How many issues in the school year and when ?

When must copy be in for each issue ?

Will the paper be free and if so, to whom ?

Will the paper be sold ? For how much, and will there be any complimentary copies ? If complimentary copies are to be given, how will we determine to whom they are to be given ?

How many pages will there be in an issue ?

How will we get the necessary paper for the newspaper ?

How will we get the stencils necessary for the work ?

How will we get the stencils typed ?

How will we get the mimeograph printing done ?

How will we get the sheets fastened together ?

What will be the name of the Paper ?

In the writer's opinion, few school systems would refuse to supply the paper, stencils, typing service (good practice work for a commercial department in a high school) and the use of a mimeograph or duplicating machine. The other questions will find the answers wholly within the powers of the staff to determine and handle.

In the department of literature and in other departments, too, is an opportunity for children to give evidence of their talents by writing abstracts of books read and for originality in writing up hobbies and experiences of interest. The Newspaper, too, can be made the strongest possible link in connecting the home with the school and in securing energetic support, sympathetic understanding, and encouraging interest in the work of the school.

Section B -- Dramatization

"All the world's a stage,
And all the men and women merely players."
-- Shakespeare, As You Like It.

The development of the Little Theatre movement in America may be credited with the natural awakening of interest in dramatic presentation among children of all ages. All who have experimented with dramatics have found it worth while, even though the dramatization is given only for the class, and the results may leave much to be desired. For no matter how simply a play is done or a story is enacted, there is excitement in watching a story come to life.

To carry on dramatics in a classroom, group-spirit and co-operation must exist and the curtain puller, the property girl, and the actor are of equal importance. Therefore, unless, in some way, we stress the part of the players, our young group will work hard and enthusiastically on all jobs involved. Though many of the textbooks on children's dramatics are more technical than we need, the organization suggested is one which, even in the class room, we may follow to advantage. This means the initial listing of all jobs, large and small: acting; scenery making and shifting(whether elaborate or simple, there must be some to take the responsibility); properties; costumes;

announcements; prompting; and if an outside audience, business. It is easier to begin the year by letting each child do that which he prefers, thus arousing his interest and allowing him to take the responsibility which he feels most able to assume. As other plays are given, the suggestion can be made that each pupil try a different job and so gain experience in more than one thing.

There are many ways in presenting plays. Improvisation is the freest form of acting and is a good way to start the first program. Have the class read over several stories which have dramatic possibilities, a number of characters, and appeal for the particular gifted group. This, incidentally, gives opportunity for oral reading and discussion in a natural and practical situation. When a story has been selected, the group begins to think in terms of the play. "The King of the Golden River" is a good selection for this type of work. We list all the characters who appear and then, if the group is larger than the cast, think of a number of others who could be reasonably included to expand it. Let us next consider how many will be needed in back-stage work; the announcer or narrator, whose role is of the utmost importance and frequently as sought after as any in the play; and finally, additional persons to take such responsibilities as noises or off-stage effects, which may occur. When these have all been listed and the number necessary to our

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production approaches the number in the group, we are ready to begin.

We decide as a group how many scenes are practical, which ones are essential, and exactly what action is to be included in each. Usually there is some debate before the final decisions are reached; but in the process a better understanding of the material, the motivations of the characters, and the deeper meanings is gained. If we place on a blackboard, in view of all, the scenes in order with the characters appearing in each, there is apt to be less confusion in the first working out of the story.

Now we are ready to improvise, and several periods may be spent in try-outs for the parts. There are always some who will prefer the back-stage work; and in the first dramatization, particularly if it happens to be of an improvised nature, it is best to allow members of the group their choice. From among those who have expressed a preference for acting, we must somehow arrive at a satisfactory cast. There are a number of methods: that of the teacher making the final decision; that of allowing the group to vote; and that of arbitrarily assigning the larger parts to different pupils throughout the year so that one child does not play three or four important roles while others remain in the background. It is best, instead of following one method, to use all three combined, as the occasion demands. If the teacher always makes the final

choice, she is depriving the group of its right to exercise judgment and taste. The pupil's vote is the most democratic procedure, but in many instances, it may result in unfairness if popularity rather than the best interpretation is the basis for choice. On the other hand, if the last method is followed too rigidly, the best person for the part may not be available; and that, too, defeats the group judgment and choice. So it would seem that each method has merit. For the first presentation, the group vote, since it is the most democratic, would be the best one to follow.

We have our try-outs after all who desire to act have said so. A vote is taken, the cast is chosen by the class, and now we are ready for work.

As we improvise the same scenes from day to day, they become somewhat fixed so far as certain action is concerned; but they retain flexibility as new parts are included and less interesting ones are discarded. It is interesting to see that frequently what has been thought a very important character does not develop, whereas, the unimportant one becomes a favorite. If this does not throw the story out of focus, there is no harm done. Oftentimes, it is a more interesting play with a few changes and new ideas as they occur.

Another advantage is that without definite lines to be learned, any child can take part in case of another's absence, knowing the story as he does. In fact, shifting

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Another advantage is that without definite lines to be learned, any child can take part in case of another's absence, knowing the story as he goes. In fact, shifting

parts occasionally in rehearsal often helps to keep freshness which we are in constant danger of losing as scenes become fixed. If a child is absent on the day the play is given, it does not upset the program as there are two or three capable of substituting in the part.

The next dramatization may be planned and written by the children to which outside guests are invited. This is an ideal situation. The pupils create their own plays, for it is here that the drama becomes a living outgrowth of class work, literature or social studies, and the situations, characters, and vocabulary are on their own level and represent their own interests. However, whether the program be informal or formal, group dependence and cooperation remain for success. (Credit is due Nellie McCaslin for many of the preceding points expressed in "A Monograph on Language Arts", Number 45, Dramatics in School, published by Rowe, Peterson and Company, New York, N.Y.)

A modest beginning for dramatization is the dialogue for here all the problems are relatively very easily solved. In this service paper the purpose of dramatization is merely to make use of an interest, which is found in children, for the purpose of encouraging more extensive and critical reading.

Activities :

Children write their own play and act it out.

Children read to find a story they think would be good to dramatize.

Make their own stage settings for plays

Make their costumes for plays

Dramatizing an act of a familiar story. A group plays a portion of a familiar story and the audience sees if it can identify the story and the act.

Depicting certain characters from books or stories read.

Introduce the calendar into the play by having different children act out the life of some important person who has a birthday on the calendar month chosen-- such as: Washington, Mendelssohn, Lincoln, Susan B. Anthony, Edison, Longfellow, etc.

Puppet Shows

Dramatize the story of the telephone

Dramatize the story of textiles

Dramatize the history of our nation.

A SHOWING OF BOOK FASHIONS

"A Showing of Book Fashions" which follows is reproduced exactly as used at the University of Illinois Observation School, Department of Education, in the summer of 1945. It was prepared by the children under the direction of the teacher.

Scene -- A Bookshop

Gregory Hall Bookshop

Characters --

Owner of Bookshop	--	Miss Ann Page
Boy	--	James, invited guest
Girl	--	Kathryn, invited guest
Girl	--	Peach Blossom
Boy	--	Mr. Wiese
Boy	--	Young Fu
Girl	--	Laura Ingalls Wilder
Girl	--	Louisa May Alcott
First Puppeteer	--	Tom Sawyer
Second Puppeteer	--	Becky Thatcher
Third Puppeteer	--	Clown

James: Hello, Ann. Did you get an invitation to come to Miss Page's bookshop this afternoon ?

Kathryn: Yes, James, I did. I have the invitation right here. It says --

James : I received the same invitation.

Kathryn: What do you think it means, James ? I can understand a fashion show with clothes because Mother took me to one at Lewis'. We saw this dress being modeled. After the showing Mother bought the dress for me. But books are a different matter. They can't talk or walk.

James: That's just the trouble with you girls, Kathryn. You're always thinking about clothes. Let us give the books a chance. Let's sit here and be ready when three o'clock comes.

Enter Miss Page.

Miss Page: Good afternoon, boys and girls and guests. We welcome you to our showing of Book Fashions. That name may surprise you. You may say books can't walk or talk, but they really can do just that through their characters. Some of these characters are here right now.

They come from lands near and far. Let me introduce them to you.

As tomorrow is a patriotic holiday, the Fourth of July, we'll begin with a song-- "This Is My Country"-- with words written by Dan Raye and music by Al Jacobs.

James, would you like to hold the flag while we sing ?

Singing of song.

Miss Page :

We love our native land, but we must like and learn about other lands. The late President Roosevelt in his Fourth Inaugural address said: "We have learned that we cannot live alone at peace; that our own well-being is dependent upon the well-being of other nations far away. We have learned to be citizens of the world, members of the human community."

I see a little girl from a community half way around the world from us coming this way.

Peach Blossom enters.

What is your name ?

Peach Blossom:

My name is Peach Blossom and I live near a great river in China. When a bad flood

They come from Japan, Korea and the
we introduce them to you.
An American is a patriotic boy,
the fourth of July, we'll begin with a
song-- "This is my country"-- with words
written by Sam May and made by Al
Jacobs.
James, would you like to hold the flag
while we sing?

We love our native land, but we must fight
and learn about other lands. The late
President Roosevelt in his Fourth
Inaugural address said: "I have learned
that we cannot live alone at peace; that
our own well-being is dependent upon the
well-being of other nations far away.
We have learned to be citizens of the
world, members of the human community."
I see a little girl from a community
half way around the world, even as coming
this way.

Each blossom enters.
That is your name?
My name is Leah Blossom and I live near
a great river in China. When a bad flood

Shaking of song.
This text:

Leah Blossom:

came, I took my doll and my cricket,
"Hard to Catch," and fled to a safe place.

Miss Page:

Peach Blossom, who was that boy talking
to you ? Won't you call him in ?

Young Fu enters.

Peach Blossom:

That is Young Fu who lives along the
upper Yangtze River. The man with him
is Kurt Wiese, an author and illustrator.
If you have the book, Young Fu of the
Upper Yangtze here, you have the pictures
made by Mr. Wiese.

Mr. Wiese enters.

Miss Page:

Welcome to Gregory Hall Bookshop, Mr.
Wiese and Fu. Have you some of your
work with you, Mr. Wiese ?

Mr. Wiese:

No, I have none of my illustrations, but
I have a model-- that is Fu.
Would you mind if I sketch your portrait
as you tell the boys and girls something
about yourself ?

Fu:

No, indeed, Mr. Wiese, it is a pleasure
to be your model. Elizabeth Foreman Lewis
received the Newbery Prize for writing a
story about me.

When my father died, and my mother,
Be Be, and I moved to the city so that

came, I took my doll and my cradle,
"Hard to Catch," and fled to a safe place.

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Miss Page:

Young Fu enters.

Peach Blossom:

Mr. Wiese enters.

Miss Page:

Mr. Wiese:

Fu:

I could be apprenticed to Tang, the coppersmith.

When I was going to work one day, I saw a watch in a show window and wanted it. Before I knew what had happened, I had signed a promise to pay more than I could ever earn before New Year's Day. That is the day when all debts are settled in China, you know.

I traveled out to the country to get my relatives to help settle my debt. I saw snow for the first time. I thought it looked like feathers coming down. We call it the dragon's breath-- and I sold it-- but I'm taking too much of your time, Mr. Wiese.

Mr. Wiese: Not at all, Fu. Since my six years of traveling through China, I have learned much about you and your people.

Will you come with me now to visit my home on the banks of the Delaware River about twenty-five miles above Trenton, New Jersey?

Fu: I shall be delighted, Mr. Wiese.

Exit Fu and

Mr. Wiese.

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I traveled out to the country to get
my relatives to help settle my debt. I
saw snow for the first time. I thought
it looked like feathers coming down. We
call it the dragon's breath-- and I sold
it-- but I'm taking too much of your time.

Mr. Wise.

Not at all, Mr. Wise. Since my six years of
traveling through China, I have learned
much about you and your people.

Will you come with me now to visit my
home on the banks of the Delaware River
about twenty-five miles above Trenton.

New Jersey?

I shall be delighted, Mr. Wise.

Mr. Wise:

Exit Fu and

Mr. Wise.

James: Miss Page, have you any football stories ?

Miss Page: Why yes, James. The Winning Point is about football. You know it. Tell us about it.

James tells the story.

Kathryn: I have read one book by Laura Ingalls Wilder. I wonder if you have another book by the same author.

Miss Page: Yes, Little Town On The Prairie. I have asked Laura to come here this afternoon. Here she is now.

Laura enters.

Laura Wilder: Yes, my name is Laura Wilder. I found Louisa May Alcott just outside. She was growing up near Boston, while I grew up on the prairie.

Louisa enters.

Louisa, what did you and your sisters do for fun?

Louisa: We called ourselves "Little Women" and I wrote plays and then we acted them out for Ralph Waldo Emerson and our other friends. What did you do, Laura ?

Miss Page, have you any football stories?

Why yes, James. The Winning Point is

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Laura enters.

Laura Wilder:

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growing up near Boston, while I grew up

on the prairie.

Louise enters.

Louise, what did you and your sisters do

for fun?

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wrote plays and then we acted them out

for Ralph Waldo Emerson and our other

friends. What did you do, Laura?

Louise:

Laura: I taught school to earn money to send my blind sister to college. In These Happy Golden Years I tell about my experience teaching children. Miss Page, can you tell us what those dolls were on strings that we saw outside ?

Miss Page: Yes, Laura, one is Tom Sawyer and the other, Becky Thatcher. Samuel Langhorn Clemens wrote about them in the Adventures of Tom Sawyer. I'll ask their puppeteers to bring them in.

Enter First Puppeteer and Second Puppeteer.

Tom: Miss Page, I'm going to teach Becky to draw.

Becky: When will you do it, Tom ?

Tom: Do you bring your lunch ?

Becky: I will if you will.

Tom: That settles it. I'll do it at noon.

Becky, were you ever at a circus ?

Becky: Yes, Tom, and my father is going to take me again.

Tom: A clown makes loads of money at a circus, so Ben Rogers says. Say, Becky, there was a clown hanging next to me outside. Here he comes tumbling in.

Laurie:

I taught school to earn money to send my blind sister to college. In These Happy Golden Years I tell about my experience teaching children. Miss Page, can you tell us what those dolls were on strings that we saw outside?

Miss Page:

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Yes, Tom, and my father is going to take me again.

Tom:

A clown makes loads of money at a circus, so Ben Rogers says. Say, Becky, there was a clown hanging next to me outside. Here he comes tumbling in.

Enter Third Puppeteer.

Clown: Yes, I'm the clown from Ringling Brothers Circus. My heart is always gay.

Miss Page: Tomorrow, July Fourth, marks a famous day in history.

James: Miss Page, we learned that in 1776 the Declaration of Independence was signed.

Kathryn: Miss Page, I can tell you some other important events which have happened on the Fourth of July.

Miss Page: Well, Kathryn, what are they and how did you discover them?

Kathryn: Oh, Miss Page, I was reading in He Heard America Sing, the story of Stephen Collins Foster, by Claire Lee Purdy. In Chapter One I found out that Stephen Collins Foster was born on the Fourth of July in 1826, the year that our country was celebrating its fiftieth birthday. That very same day, John Adams and Thomas Jefferson both signers of the Declaration of Independence and both presidents of the United States, died.

On Foster's birthday, they sang "Yankee Doodle" to celebrate the fiftieth birthday of our country. Let us sing "Yankee Doodle!"

Enter Third Page.

Yes, I'm the clown from Ringling Brothers

Clown:

Circus. My heart is always gay.

Tomorrow, July Fourth, marks a famous day

Miss Page:

in history.

Miss Page, we learned that in 1776 the

James:

Declaration of Independence was signed.

Miss Page, I can tell you some other

Kathryn:

important events which have happened on

the Fourth of July.

Well, Kathryn, what are they and how did

Miss Page:

you discover them?

Oh, Miss Page, I was reading in My Heart

Kathryn:

America Sing, the story of Stephen Collins

Wheeler, by Clara Lee Fussy. In Chapter

One I found out that Stephen Collins

Wheeler was born on the Fourth of July in

1826, the year that our country was

celebrating its fiftieth birthday. That

very same day, John Adams and Thomas

Jefferson both signed the Declaration

of Independence and both presidents of

the United States, died.

On Wheeler's birthday, they sang "Yankee

Doodle" to celebrate the fiftieth birthday

of our country. Let us sing "Yankee Doodle"

Couldn't we celebrate Stephen Collins Foster's birthday ? I think we should sing one of his songs. Let us sing "Oh, Susanna."

Singing.

Miss Page: Everyone loves Stephen Foster and his "Little Dog Tray."

Kathryn: Miss Page, I know a story about a dog. It is called Skipper, the Guide Dog, written by Bartlett.

Tells the story.

Miss Page: No showing of book fashions would be complete without a showing of a mystery story.

James: Miss Page, I know one girls as well as boys would like. It is Jerry and the Oak Island Treasure.

He tells the story.

Miss Page: Now, just one more story. Eric P. Kelly wrote The Trumpeter of Krakow. I hear him coming now.

Trumpet off stage.

Miss Page: Does anyone know a famous bandmaster who visited our campus and gave books to our library ?

James: John Philip Sousa was just the one.

Miss Page: Yes, it was Sousa. In his autobiography, Sousa tells us that when he was sailing back to this country, a song was pounding its melody and words through his mind. When he reached the shores of America, "The Stars and Stripes Forever" was finished. Let us close our showing of Book Fashions with this song.

Singing.

THE END

In the above "Showing of Book Fashions" the characters may be increased either by introducing more characters in a book, the title of which is mentioned, or by giving more titles, and the number of characters may be decreased by reverse procedures or by resorting to dialogue between the owner of the book shop and her invited guests.

4. Making the puppet heads
5. Making the bodies
6. Designing and making the costumes
7. Making the controllers
8. Stringing the puppets
9. Designing and constructing the background scenery
10. Construction of simple properties

Book Fashions with this song.
 finished. Let us close our showing of
 "The Stars and Stripes Forever" was
 Then he reached the shores of America,
 its melody and words through his mind.
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 Sousa tells us that when he was sailing
 Yes, it was Sousa. In his autobiography,
 John Philip Sousa was just the one.

James:
 Miss Page:

Singing.

THE END

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 may be increased either by introducing more characters in a
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PUPPET SHOWS

"Puppet Shows" are always popular, but a great deal of work is involved and much skill, cleverness and talent must be at the teacher's disposal for the making and the manipulating of the puppets. The most popular subject matter found is, perhaps, material selected from "The Grimm Fairy Tales", "The Arabian Nights Tales" and "The Hans Christian Andersen Fairy Tales". Also, many other stories can be adapted for presentation through "Puppets." It is worth while to make careful note of the necessary Pupils' Activities which follow in order that a successful production may reward your efforts.

Pupils' Activities:

1. Reading the story from as many publishers as possible
2. Deciding on scenes
3. Writing the play. (Carbon copies are made to supply puppeteers and managers.)
4. Making the puppet heads
5. Making the bodies
6. Designing and making the costumes
7. Making the controllers
8. Stringing the puppets
9. Designing and constructing the background scenery
10. Construction of simple properties

11. Construction of a simple stage which can be placed
on a sturdy library table

12. Choosing the managers:

1. Producer

2. Properties

3. Curtain

4. Electrician (Christmas tree lights for
footlights. Flashlight for Spotlight.)

13. Designing and duplicating copies of the program

Selection for Different Types of Fairy Tales

I The Grimm Fairy Tales

Hansel and Gretel

Using the Humperdinck music from opera by the
same name

II The Arabian Nights Tales

Aladdin and the Wonderful Lamp

Ali Baba and the Forty Thieves

Using the Rimsky-Korsakov music of the
"Scheherazade Suite"

III The Hans Christian Andersen Fairy Tales

The Ugly Duckling

11. Construction of a simple stage which can be placed

on a sturdy library table

12. Choosing the managers:

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"Scheherazade Suite"

III The Hans Christian Andersen Fairy Tales

The Ugly Duckling

Section C -- Hobbies

"Something in which one takes absorbing interest."

-- Funk and Wagnalls, New Comprehensive Standard School Dictionary, 1938.

To attempt to make a list of hobbies and to feel that one could make it complete is manifestly absurd. It is comparable to feeling that one can write the biggest number: there is always another larger number and so there can be still another hobby.

One of the most important factors in the securing of knowledge is interest which is always present with a hobby. Therefore, the pupil's hobby can be effectively used as a means of inducing children to extensive reading of material pertaining to their hobby in an effort to answer questions about it which may be put to them by the teacher and their classmates.

Unforeseen consequences are sometimes found associated with a hobby. The writer recalls two brothers who, early in life adopted the hobby of boats, particularly sailboats. This resulted in their securing a wide variety of knowledge to the extent that they themselves built a sea-worthy sailboat, equipped it with an auxiliary gasoline engine and started on an around-the-world tour interrupted by World War II, after they had completed about three-fourths of the trip. When one considers the extent and the variety

of knowledge which must be possessed for such an undertaking to be carried out successfully it can be seen that this hobby induced extensive reading and study in a variety of fields of knowledge. Another case is that of a man now eighty years old and retired from business. As a boy of eleven or twelve years of age, he had a hobby of working with a jig-saw. A few years ago as the result of an auto accident, he was crippled and has to use a crutch in order to get around and therefore is incapable of any active outdoor exercise. He has taken up his hobby and makes cut-out puzzles which keep his time and mind occupied. As he sells them, his hobby has proven profitable, too. Health, Wealth, and Happiness, one or all, are not infrequently secured by an individual as the result of having had a hobby. Encourage children to adopt and to develop a hobby.

Make a survey of your class to see what hobbies different children have and list them for the information of the class. Show a real interest in their hobby by asking questions about it and these questions should lead the pupil to more intensive and extensive reading in connection therewith.

"The teacher's questions should be given largely to lead the learner to ask questions for himself." ^{1/}

^{1/} Frederick Elmer Bolton, Principles of Education. New York: Charles Scribner's Sons, 1910, p.651.

The teacher who bears this thought in mind and acts accordingly will lead her pupils to secure pleasure and satisfaction by obtaining excellent results from efficient study habits. Invite the pupil to tell the class about his hobby and allow members of the class to ask questions.

If two or more pupils have the same hobby, encourage them to work together on their hobby and report their progress to the class. Astonishing interest and progress are usually made in most problems co-operatively worked upon by a group.

Hobby List :

Airplane -- types and models

Dancing

Boats-- sailing and racing

Sports-- various kinds

Pets-- various kinds

Musical instruments-- various kinds

Scrapbooks -- pertaining to many different subjects

Sketching and Drawing-- black and white or color--

copy or design

Carving-- wood or soap

Weather Forecasting (Meteorology)

Working with clay in making models of different things

Working with wood in making tables, bookcases, etc.

Making a collection of moths, butterflies, etc.--

preserving and mounting them

Vegetable Gardening

Flower Gardening

Making a Collection of samples of different kinds of
wood

Taking and developing pictures (Camera Club)

Making a collection of coins

Making a collection of stamps

Making a collection of autographs

Making a collection of shells and making ornaments
and jewelry by fastening them on sheets of plastic

Imitating the calls of different animals

Knitting

Crocheting

Probably stamp collecting is the one hobby which
children with no special hobby can be most readily induced
to adopt because the material is most readily available.
Information pertaining to it is also readily available.
Start a collection of commemorative stamps of the United
States, for example.

Lexington and Concord stamp (1775-1925)

Massachusetts Bay Colony stamp (1630-1940)

Vermont Sesquicentennial stamp (1777-1927)

Daniel Webster issue (1932)

Pony Express (1860-1940)

Constitution Sesquicentennial (1787-1937)

Virginia Dare stamp

Alaska stamp

Landing of the Swedes and Finns (1638-1938)

Michigan Centenary (1935)

Oregon Territory (1836-1936)

Texas Centennial (1836-1936)

San Diego, California Pacific Exposition (1835-1935)

Farragut and Porter stamp

Jones and Barry stamp

Connecticut Tercentenary Charter Oak stamp (1635-1935)

Jackson and Scott (The Hermitage)

300th Anniversary of Printing in Colonial America
(1639-1939)

Rhode Island Tercentenary Roger Williams stamp (1636-
1936)

Grant-Sherman-Sheridan stamp

The Centennial of Baseball (1830-1930)

Twenty-fifth Anniversary of Panama Canal

Mt. Rainier stamp and other National Parks issues and many others. The U.S. Post Office Department can furnish a list of all commemorative issues and many of them can still be purchased by writing to the Post Office Department, Washington, D.C.

The titles of these stamps are such as to be likely to arouse the curiosity to such an extent that the pupil will be led to look up and read books on these various topics, or at least some of them, with interest and attention.

America in Stamps by Carl Crow is a stamp album which has illustrations of stamps and when a stamp has been secured, it can be fastened with gummed stamp hinges right over the illustration.

Another good book to have on hand is Geography and Stamps by H.B. Stiles.

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Section D -- Development of Civilization

"All our progress is an unfolding, like the vegetable bud. You have first an instinct, then an opinion, then a knowledge, as the plant has root, bud, and fruit."

-- Ralph Waldo Emerson's Essay on Intellect.

There were and are many factors involved in the development of civilization, but primarily it is knowledge, acquired through Study, Experimentation and Scientific Research, which has raised the standards of our living. Life expectancy has been materially increased by progress in the fields of Medicine and Surgery: in Sanitation and Heating and Ventilating; in the preparation, preservation, government inspection and transportation of Food Stuffs. Improvement in quality and increase in variety of building materials has, through quantity production, brought the cost of these materials down to a point where it is possible for proportionately a much larger number of people to own their homes; highly specialized activity in all fields has produced better quality and greater quantity; invention has produced improved facilities in communication so that the world can know the minute anything happens, what happened and where, and the results; with television now in its infancy it seems probable that in the not-too-distant future, we may be able to see the picture of events as they occur, wherever they may take place.

In transportation a mile a minute is, comparatively speaking, a snail's pace. With the miles and miles of excellent roads for automobiles and the miles of tracks for railroads with their diesel engines, air-conditioned coaches, sleepers and diners, travel is no longer an ordeal, but a pleasure. Time-saving devices in industry have created leisure time for people to secure pleasure, recreation and information far in excess of that possible for any previous generation. The moving picture has possibilities for education equal to, if not greater than, the pleasure it has already brought to the world of recreation. Our improved facilities in communication and in transportation--the radio and the airplane-- have made the world today smaller than New England was a century and a half ago, but explorers have added large areas for man to use, and irrigation has made barren wastes bear fruit.

If progress in mental attitudes could approach at all the advancement in our material, industrial, machine age, then World Peace might be assured.

In this chapter will be found suggestions so numerous and of such variety that any gifted child-- and possibly others, too-- will find one or more points of interest to him so that he will wish to go more deeply into the subject which means purposive reading. The reason for presenting so many things is that there will be several which the child will want to do, but because he can not do all that

he may want to do, it becomes necessary for him to make a choice. This presents a situation full of opportunities for good training.

Children usually find pleasure in reading stories full of action and, in general, the accomplishments and the lives of Explorers and Inventors are of this nature. Frequently, too, the biographies of Musicians, Painters, Sculptors, Scientists, Inventors, Great Industrialists, and of men in Public Service may prove to be an inspiration to a pupil in establishing a life's objective and in pursuing it with courage, perseverance, and earnestness in spite of handicaps and occasional mistakes, which he finds that others have met and surmounted; so, too, can he.

This Chapter IV may, perhaps, be condensed into the following: interest in anything usually arouses curiosity which requires answers to questions, i.e., information, which can be secured by reading. Therefore, children's interests are the seeds which must be found and subjected to encouraging, kindly, and sympathetic cultivation and nurture by the teacher through her guidance and commendation. Hence, find children's interests and use them to promote a real desire for extensive and purposive reading. Skills attain higher levels through practice.

5. Make maps showing:

a. Important railroad lines

b. Air mail routes

c. Locations of world-famous buildings

Suggested Activities:

1. Make excursions to the
 - a. Post Office
 - b. Newspaper
 - c. Telephone Office
 - d. Railroad Station
 - e. Airport
 - f. Broadcasting Station
2. Arrange an exhibit of
 - a. Collection of postage stamps
 - b. Old ways of communication
 - c. New ways of communication
3. Make a collection of
 - a. Road maps, timetables, travel folders
 - b. Pictures of beautiful buildings
 - c. Postage stamps
4. Construct
 - a. Models of old and new methods of transportation
 - b. Clay tablets, stylus, scrolls, block prints
 - c. Soap models of columns, statues or buildings
5. Make maps showing
 - a. Important railroad lines
 - b. Air mail routes
 - c. Locations of world-famous buildings

6. Make charts showing
 - a. Development of the alphabet
 - b. Development of the modern telephone
7. Make friezes showing
 - a. Development of types of ships
 - b. Development of types of trains
 - c. Development of types of automobiles
 - d. Development of types of airplanes
8. Make series of pictures showing
 - a. Primitive ways of communication
 - b. Modern ways of travel
 - c. Our civilization
9. Make times lines
10. Make a rebus
11. Write letters
 - a. To make use of one of the means of communication pretending that you have been a spectator at the demonstration of Stephenson's Rocket
12. Write original stories using as settings
 - a. Early means of travel
 - b. Life on a Mississippi flatboat
13. Give plays
 - a. Pony Express
 - b. Story of Robert Fulton
 - c. Story of Thomas A. Watson and others

13. Give plays (continued)
 - d. Showing dress, dances, etiquette, etc. of various stages in our civilization
14. Plan and give programs
 - a. Reports, songs, stories, and poems centering around a unit of work
15. Prepare an imaginary radio broadcast as
 - a. A series of talks on famous aviators
 - b. Journeys in foreign lands
16. Prepare a weather bureau station
 - a. Report to school
 - b. Report to class
17. Give shadow plays
 - a. Showing development of land transportation
 - b. Showing history of transportation in your community
 - c. Showing transportation in other lands
18. Have an air show
 - a. Showing different types of planes
 - b. Reports on history of aviation
19. Make class books
 - a. Collection of poems about transportation, illustrated with original drawings
 - b. Illustrated original pictures of our early civilization

19. Make class books (continued)
 - c. Collections of pictures of famous buildings
20. Make graphs showing
 - a. Growth in number of telephones used in our country
 - b. Comparison between population and railroads
 - c. Comparison between motor road mileage in the United States and other countries
21. Plan vacation motor trips using road maps
22. Use the shipping news of the daily paper. Note the arrival or departure of some vessel, trace routes, plan specified cargoes.
23. Reports on research made by pupils on group work such as :
 - a. The famous cathedrals of the world
 - b. Roman and Grecian art
 - c. Study of stained glass windows
 - d. Study of Christian doors in your --- center panels forming a cross
 - e. Travels found in the Bible
24. Border designs and window decorations
25. Water-color pictures of important churches discussed (from photographic postcards)

18. Make glass books (continued)
- a. Collections of pictures of famous buildings
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 - e. Travels found in the Bible
24. Border designs and window decorations
25. Water-color pictures of important churches discussed (from photographic postcards)

26. Book covers using framework from Gothic doors and windows
27. Brush drawings from Egyptian, Greek and Roman designs
28. Design Christmas or Easter cards using religious symbols
29. Construct a medieval castle (table display)
 - a. Make from cardboard and scrap
 - b. Model figures from clay or make with wire, cotton and silk stockings--

Cut strip of pliable wire 20" long;
second strip 10" long.

Bend 20" strip to make loop for head (center of wire); cross ends below loop several times to make neck. Place center of 10" strip between open wires and cross again. Cross and recross wires until torso is completed ($\frac{1}{2}$ of total length of figure); remaining half represents two legs. Bend 10" strip 1" from each side of neck for shoulders and arms.

Wind body and arms with stuffing cotton. Tie with white thread at wrists, shoulders, hips, knees, and ankles. Wind from shoulders to hips with thread to make body firm, and tie.

29. b. (continued)

Wind whole of figure with silk stocking strips $\frac{3}{4}$ " wide (fold in raw edges of strips before winding).

Cover top loop with enough cotton to make well rounded head. Tie in place and cover with heel of stocking. Sew to shoulder.

Dress figure with bits of discarded cloth, yarn and beads.

Face may be painted with water color paint.

When figure is finished, a wooden stand may be added. Use block of wood with stick rising from center ($\frac{3}{4}$ the height of the figure).

Place stick under figure's skirt and tie to torso.

30. Monastery

- a. Reconstruct in a hat box the inside of a common room in a monastery. Carve figures to scale from wood and set in windows, door, etc.

31. Diorama of church altar

- a. Stand small suit box on side. Set miniature stained glass window in wall, build altar, steps, etc. Model religious books and vessels from clay and place on altar.

Continued

Wind-whistle of figure with sticking strips

1" wide (fold in raw edges of strips before

sticking).

Cover top loop with enough cotton to make

well rounded head. Tie in place and cover

with head of stitching. Run to shoulder.

Draw figure with bits of cleaned cloth,

feet and hands.

Face may be painted with water color paint.

After figure is finished, a wooden stand may be

made. Use block of wood with stick rising

from center to the height of the figure.

Place stick under figure's feet and tie to

top.

30. Monastery

a. Background in a hat box the inside of a

common room in a monastery. Carry figures

to scale from wood and set in windows,

door, etc.

31. Diocese of church altar

a. Stand small suit box on side. Set miniature

stained glass window in wall, built altar,

steps, etc. Model religious books and

vessels from clay and place in altar.

32. Stained glass window
 - a. Let each pupil design a stained glass window using crusader or religious figure for center of interest.
 - b. Enlarge each section of picture to fit a pane of glass in classroom window.
 - c. Color section on one side, press with warm iron and paraffin for transparency.
 - d. Paste each section in class room window.
 - e. Large frame might be made from strips of black paper or from a length of brown craft paper painted black with sections removed. Paste in transparent colored sections and exhibit.
33. Collect and exhibit the "Famous American Educators " series of U.S. postage stamps.
(See America in Stamps by Carl Crow, p.110).
34. Construct a model class room
 - a. After studying comforts necessary for health, efficiency, etc., make a model for post-war class room.
35. Make a border design showing various types of wheels.
36. Make a frieze showing how records have been kept through the ages. (Ancient, medieval, and modern).

32. Stained glass window

- a. Let each pupil design a stained glass window using crosses or religious figure for center of interest.
- b. Enlarge each section of picture to fit a pane of glass in classroom window.
- c. Color section on one side, press with warm iron and paraffin for transparency.
- d. Paste each section in glass room window.
- e. Large frame might be made from strips of black paper or from a length of brown craft paper painted black with sections removed. Paste in transparent colored sections and exhibit.

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35. Make a border design showing various types

of wheels.

36. Make a frieze showing how records have been kept

through the ages. (Ancient, medieval, and

modern).

37. Copy hieroglyphics.
38. Make a scroll.
39. Make a vase from clay. Paint a picture on it showing some event. (Greek).
40. Make a wax tablet.
41. Make an exhibit of instruments of navigation, such as a sextant.
42. Carve or model clipper ships, sail boats, canoes, trucks, planes, etc.
43. Make a scenic frieze.
 - a. Air, land, water travel today
44. Communications booklet
 - a. Crayon sketches from each member of the class to depict sending of messages from fire signals and runners up to present day methods.
 - b. Design cover using a symbol for communications within a circle; letter title around circle.
45. Original stories, poems and plays.
46. Biographies of inventors and scientists, artists, musicians and sculptors.
47. Letters to transportation and communication companies for illustrative material, travel material, etc.

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47. Biographies of inventors and scientists, artists, musicians and sculptors.
48. Letters to transportation and communication companies for illustrative material, travel material, etc.

48. Comparisons (written) of first inventions and today's outcome of them.
49. Make a list of labor-saving machines that are used in your home; your school.
50. Collect pictures of machines that serve you most often.
51. Build models of machines.
52. Write riddles about machines for other pupils to guess.
53. Find out where gasoline stations get their supply.
54. Tell why steam power is better than wind or water power.
55. Visit factories and report.
56. Make models of hand tools used in colonial times.
57. Study modern design by bringing old and new models of home appliances to school for sketching-- coffee percolators, electric and gas iron, etc.
58. Discuss the relation of education to stable government in a democracy.
59. Illustrate original versions of the Four Freedoms.
60. Write and present a pageant depicting the gradual development of representative government from early days to the present.

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60. Write and present a pageant depicting the gradual development of representative government from early days to the present.

60. (continued)

(For suggestions on this topic see

"Free Men-- The Drama of Democracy,"

National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. Single copies free; additional copies 10¢).

61. Explorers and their accomplishments.

It is possible in any class room for any teacher inclined to do so to carry on an enriched program of work so that the rapid-learning and the gifted children may be led to a higher degree of attainment in a greater variety of fields of knowledge. At the same time the teacher can do as well for the rest of the class as is being done with a curriculum more frequently arranged and intended for the normal child.

This enriched program can not be indicated specifically or in detail, but must be the spontaneous product of the teacher's ingenuity, tact, skill and enthusiasm for meeting children's interests in whatever way a gifted person's needs change even in the same individual. This is evidenced in different personalities by growing and developing powers in reasonableness, initiative, ambition, curiosity, purposeful thinking, judgment and ability in logical arrangement of material for securing sound conclusions from a set of relevant facts.

60. (continued)

(For suggestions on this topic see

"Tree Man-- The Drama of Democracy."

National Education Association, 1201 Sixteenth

Street, N.W., Washington, D.C. Single copies

free; additional copies 10¢).

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CHAPTER V

CONCLUSION

One third of all children would benefit from an enriched program of work in the schools and so, too, would society including government, industry and business. It is possible in any class room for any teacher inclined to do so to carry on an enriched program of work so that the rapid-learning and the gifted children may be led to a higher degree of attainment in a greater variety of fields of knowledge. At the same time the teacher can do as well for the rest of the class as is being done with a curriculum most frequently arranged and intended for the normal child.

This enriched program can not be indicated specifically or in detail, but must be the spontaneous product of the teacher's ingenuity, tact, skill and enthusiasm for meeting needs representing a wide variation of interests, frequently changing even in the same individual. This is evidenced in different personalities by growing and developing powers in resourcefulness, initiative, ambition, curiosity, purposeful thinking, judgment and ability in logical arrangement of material for securing sound conclusions from a set of relevant facts.

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CONCLUSION

One third of all children would benefit from an enriched program of work in the schools and so, too, would society including government, industry and business. It is possible in any class room for any teacher inclined to do so to carry on an enriched program of work so that the rapid-learning and the gifted children may be led to a higher degree of attainment in a greater variety of fields of knowledge. At the same time the teacher can do as well for the rest of the class as is being done with a curriculum most frequently arranged and intended for the normal child.

This enriched program can not be indicated specifically or in detail, but must be the spontaneous product of the teacher's ingenuity, tact, skill and enthusiasm for meeting needs representing a wide variation of interests, frequently changing even in the same individual. The individual in different personalities by growing and developing powers in resourcefulness, initiative, ambition, curiosity, positive thinking, judgment and ability in logical arrangement of material for securing sound conclusions from a set of relevant facts.

The teacher must be provided with a much larger variety of reading material, frequently called source material, for a room library than that usually provided for the Normal Curriculum and this is the only change required to operate effectively an enriched program. The demands, therefore, on the administrative agencies and a school department budget are insignificant and hence any teacher requesting the privilege of putting into operation an enriched program is quite likely to receive approval and commendation, too.

Children will evidence a greater degree of interest and enthusiasm for the school and their work. This attitude of pleasure and satisfaction will be shown in the home and will result in parents giving more energetic and active support to the efforts which the school system is making to broaden and deepen the knowledge which is being acquired by their children.

The one and only great obstacle which must be met and overcome in order to secure more wide-spread use of an enriched program is devising a satisfactory method of rendering to the home and to the child an educational accounting, i.e., a report card. Much progress has been made in reporting personality traits and characteristics and their development, but as yet too little has been done in the way of calling attention to the A.Q. (Achievement Quotient) relative to the I.Q. (Intelligence Quotient).

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It is very difficult, because of the approval of absolute standards, for a teacher to explain why a child who has done more work and better work because he possesses more ability should receive a lower grade, or mark, than another child who has done less work and poorer work because he possesses less ability, but the accomplishments of the latter may approach much more nearly those accomplishments which are to be expected in proportion to his ability.

The pupils' grading (marks) should be relative to his ability and not relative to any rigid absolute standard set for the normal or average child.

The game of golf owes its popularity and large number of devotees to the fact that it is a game where the individual can compete with himself, i.e., his best previous score, and constantly strive to do better. This is not true of tennis, checkers, chess, etc. where an opponent is necessary. These games must be competitive and neither the good player or the poor player has much enthusiasm, interest or ambition in playing with each other, as the result is known before the play starts. Education has had and does have, in general, too much of the idea found in the competitive sports to encourage children to work to secure achievements in proportion to and up to their abilities.

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A study should be made of this problem. Furthermore, studies should be made to produce an enriched program of work for the physical sciences and the special fields of Music and Art which in this paper only appear incidentally and have not been treated as of primary importance. This might well be done and prove to be of value.

with depth study

The following

suggestions

would be beneficial for

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1. Have a room library,

a library table or a library

corner.

2. Children's Books Reports

may include:

All of Page 20

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Fisher, Carolyn Rose

Thesis:-

Meeting the Needs of the
• Gifted Child
in the Sixth Grade

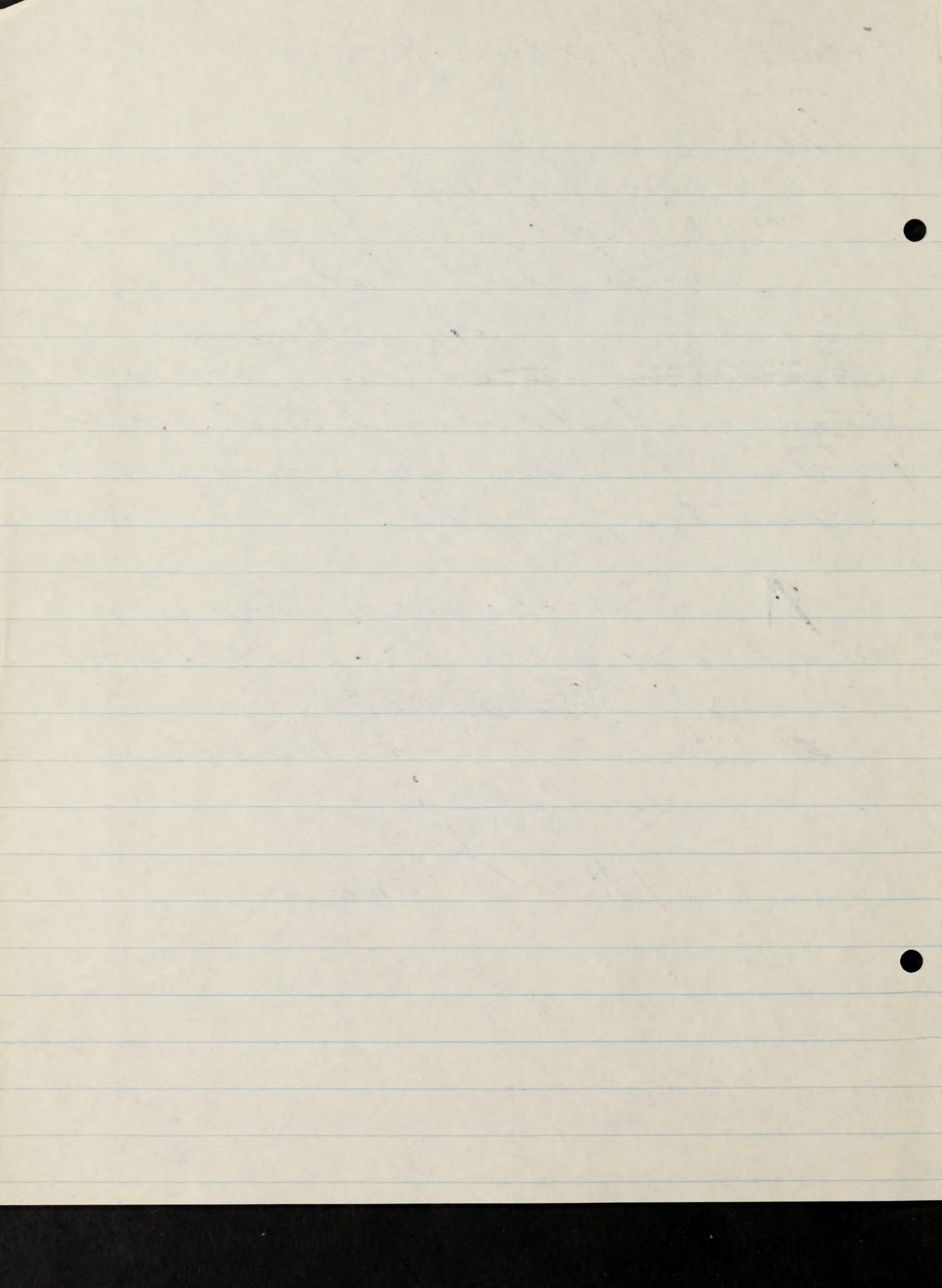
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O'Shea Cecilia A., "A Comparative Study of 100 Successful or Unsuccessful Very Superior Children," unpublished Service Paper, Boston University, Boston, Massachusetts, 1944. 73 pp.

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APPENDIX

Amateur Writing Material

Anderson, Clarence G., *A Touch of Spring*. New York: Doubleday Company, 1934. 25 pp.
Excellent lithographs of white horses. Good description of breeding, training and temperament.

Atter, William C., *Along the River's Edge*. Boston: Houghton Mifflin Company, 1914. 25 pp.
Children's series a good deal of pleasure from these authentic accounts of birds, animals, plants, insects, and trees.

Baldwin, James, *Four Years in the Arctic*. Boston: American Book Company, 1914. 25 pp.
The lives and adventures of the explorers, Peary, Schaner, and Lincoln are included in realistic narrative.

Balys, Paul, *The Story of the World*. Boston: Houghton Mifflin, 1914. 25 pp.
Good story of the world of beautiful pictures, birds, young men, other animals and all kind of creatures.

Barnes, William, *The Story of the World*. Boston: Houghton Mifflin, 1914. 25 pp.
The story of the world from the beginning through the development of the world to the invention of the airplane.

Barnes, William, *The Story of the World*. New York: Houghton Mifflin, 1914. 25 pp.
The story of the development of a world, from beginning to end.

Bird, Dorothy L., *History of the World*. New York: The Doubleday Company, 1914. 25 pp.
This is a lively story of the world from the beginning of the world, from the first man to the present.

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Annotated Reading Material

Anderson, Clarence W., A Touch of Greatness. New York: MacMillan Company, 1945, 96 pp.
Excellent lithographs of race horses. Text discusses breeding, training and temperament.

Athey, Lillian Cox, Along Nature's Trails. Boston: American Book Company. 352 pp.
Children derive a great deal of pleasure from these authentic accounts of birds, animals, plants, insects, and trees.

Baldwin, James, Four Great Americans. Boston: American Book Company. 235 pp.
The lives and achievements of Washington, Franklin, Webster, and Lincoln are described in realistic narrative.

Balpre, Pura, The Tiger and the Rabbit. Boston: Houghton Mifflin, 1946. 119 pp.
Puerto Rican stories of beautiful princesses, brave young men, clever animals; and all evil sorcerers.

Barnes, Franklin, Man and His Records. Chicago: Follett Publishing Company, 1931.
The story of writing from picture writing through the development of the alphabet to the invention of the printing press.

Bendick, Jeanne, Making the Movies. New York: Whittlesey House, McGraw-Hill, 1945. 190 pp.
The story of the production of a movie, from beginning to end.

Bird, Dorothy Maywood, Mystery at Laughing Water. New York: The MacMillan Company.
This is a lively story in modern setting about a summer at Laughing Water, a girls' camp on Lake Superior.

Blaisdell, Albert Franklin, Stories from English History from the Earliest Times to the Present Day. Boston: Ginn & Company, 1924.

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- Balzac, Jules, The Tiger and the Rabbit. Boston: Houghton Mifflin, 1945. 119 pp.
Fairy tales of beautiful princesses, brave young men, clever animals; and all evil sorcerers.
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- Bird, Dorothy Maywood, Mystery at Laughing Water. New York: The MacMillan Company.
This is a lively story in modern setting about a summer at Laughing Water, a girls' camp on Lake Superior.
- Blaisdell, Albert Franklin, Stories from English History from the Earliest Times to the Present Day. Boston: Ginn & Company, 1934.

Bleeker, Mary Noel, Big Music or Twenty Merry Tales to Tell. New York: Viking Press, 1946. 256 pp.

A collection of folk tale classics from many lands.

Blyton, Enid, The Castle of Adventure. New York: The MacMillan Company.

This is a mystery story about four English children on holiday in the neighborhood of a gloomy and apparently deserted castle.

Bothwell, Jean, Little Boat Boy. New York: Harcourt, Brace and Company, 1945. 252 pp.

Story of little Hafiz who lives in a mat boat on one of the many lakes in Kashmir.

Britton, Katherine, What Makes IT Tick ? Boston: Houghton Mifflin Company.

Forty-five accurate explanations of every-day scientific phenomena, with amusing black and white thumbnail drawings.

Burton, Virginia Lee, Calico, The Wonder Horse. Boston: Houghton Mifflin Company.

A book planned to provide fun and excitement with high literary and artistic standards.

Carpenter, Frances, Our South American Neighbors. New York: American Book Company, 1945. 464 pp.

The pupil is helped to understand the relationship of all the South American countries to the United States.

Carter, Russell G., Shaggy, The Horse from Wyoming. Boston: Houghton, Mifflin Company.

One of the horses sent to France for the officers of the A.E.F. becomes a true friend of a young lieutenant.

Chandler, Anna Curtis, Magic Pictures of the Long Ago. New York: Henry Holt Co.

This book contains ten good art stories.

Clark, Thomas, and Kirkpatrick, Exploring Kentucky. Boston: American Book Company. 354 pp.

This is the story of Kentucky, the part it played in the progress of America, and its importance today.

Cleland, Robert Glass, California Pageant, The Story of Four Centuries. New York: Alfred A. Knopf, 1946. 257 pp.

The romantic and dramatic history of this great state. Treatment by an authority is vast in scope but thorough in detail.

Bleeker, Mary Noel. Big Mists or Twenty Merry Tales to Tell. New York: Viking Press, 1946. 255 pp.
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Cleland, Robert Glass. California Legend: The Story of Four Centuries. New York: Alfred A. Knopf, 1946. 257 pp.
The romantic and dramatic history of this great state. Treatment by an authority is vast in scope but thorough in detail.

- Coatsworth, Elizabeth, The Wonderful Day. New York: MacMillan Company, 1946. 126 pp.
A well-integrated story of early Maine, the latest of the series begun with Away Goes Sally.
- Collins, Hedvig, Wind Island. New York: Viking Press, Inc. 1945. 92 pp.
Illustrations by the author lend importance to this story of a Danish sea-faring family.
- Cook, Gladys E., American Champions. New York: MacMillan Co. 1945. 64 pp.
Brief descriptions of popular breeds of dogs. Illustrated by superb pencil portraits of champions of each breed.
- Craine, Edith Janice, Victors. New York: Dodd Mead & Co. Peru in the days of the conquerors when the Spaniards were enslaving the natives and still seeking Inca treasures.
- Creswick, Paul, King Arthur. New York: American Book Co., 423 pp.
In a simple, continuous narrative, the story of King Arthur and his Knights is told from his birth to his death.
- Crump, Irving, Og, Son of Fire. New York: Dodd Mead & Co. Og, separated from his tribe, discovers how to make and use fire, how to train wolf cubs to serve him, and how men and beasts learn to live together through the development of a sense of loyalty to each other.
- Davis, Robert, Gid Granger. New York: Holiday House, 1945. 179 pp.
War and departure of his brothers leave Gid to manage the New England farm.
- DuBois, Theodora, Banjo the Crow. Boston: Houghton, Mifflin. This is the story of a tame crow whose tricks get him a job in the movies, but also serious trouble.
- Dukelow, J.H., and H.H. Webster, The Ship Book. Boston: Houghton Mifflin Company.
The history of ships, descriptions of ships, and the stories of many famous voyages. Directions for making miniature ships are given.
- Elting, Mary and Mary Gossett, We Are The Government. New York: Doubleday Doran & Co., 1945. 90 pp.
Illustrations in brilliant colors and a brief text outline the relationship between individual citizens and the various functions of the United States government.

- Constantinople, Elizabeth. The Wonderful Day. New York: MacMillan Company, 1945. 125 pp.
A well-illustrated story of early Maine, the latest of the series begun with Away Goes Sally.
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- Grump, Irving. Or, Son of Mine. New York: Dodd Mead & Co. 1945. 128 pp.
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Fanciulli, Giuseppe, Little Blue Man. Boston: Houghton, Mifflin Company.

This story of a puppet is translated from the Italian by May M. Sweet and illustrated in pen and ink by Bacharach.

Fishel, Dick and Red Smith, Terry and Bunky Play Football. New York: G.P. Putnam's Sons, 1945. 80 pp.

A book in football for boys that will teach basic rules and technics of the game.

Galt, Tom, Volcano, New York: Charles Scribner's Sons, 1946, 102 pp.

A fictionized account of the outbreak of the Volcano Paricutin on a Mexican farm.

Gates, Doris, North Fork, New York: Viking Press, 1945, 211 pp.

Surrounded by the forests of the Sierra Nevadas, young Drew Saunders shares many experiences and adventures with the Indians of the Community, and is forced to revise his standard of values.

Graham, Alberta Powell, Thirty-two Roads to the White House. New York: Thomas Nelson and Sons, 1945, 249 pp.

Boyhood stories of the thirty-two men who have been Presidents of the United States.

Haaren, John H. and A.B. Poland, Famous Men of the Middle Ages Famous Men of Modern Times. Boston: American Book Company.

The lives and actions of famous men are told in relation to their efforts on the history of their eras. These sketches provide a background for the Social Studies.

Harris, Joel C., Little Mr. Thimblefinger. Boston: Houghton Mifflin Company.

Negro stories of animals and other Georgia folklore.

Hart, John V., and Howard Wilson, The Republic of the Philippines. Boston: American Book Company.

The book tells the whole story of the Philippines from the days-before-history to the present status as a Commonwealth.

Henry, Marguerite, Justin Morgan Had a Horse. Chicago: Wilcox and Follet Company, 1945.

A large handsome book particularly notable for its pictures in soft browns. The story concerns the horse who sired the famous American work breed.

Fantail, Giuseppe, Little Blue Man, Boston: Houghton, Mifflin Company.
This story of a puppet is translated from the Italian by May M. Sweet and illustrated in pen and ink by Bacharach.

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Henry, Margarette, Justin Morgan Had a Horse, Chicago: Wilcox and Pollard Company, 1945.
A large handsome book particularly notable for its pictures in soft brown. The story concerns the horse who saved the famous American work breed.

Hodges, George, When the King Came. Boston: Houghton, Mifflin Company.

The life of Christ, including stories from the four gospels.

Hodgdon, Jeannette Rector, The Enchanted Past. Boston: Ginn and Company, 230 pp.

Stories of religion, history, and art of ancient peoples and their influence upon our civilization.

Hogarth, Grace Allen, Australia: The Island Continent.

Boston: Houghton, Mifflin Company.

This history-geography-natural history of a country very much in the news is based on material supplied by Joan Cöbebrook, a native Australian who grew up in one of the richest and wildest sections of the country. A Junior Literary Guild selection.

Ives, Vernon, Turkey. New York: Holiday House, 1945. 25 pp.

An informal presentation of the Turkey of today; what the country is like, how it developed, what the people are doing, and what they hope to do.

Jewett, Sarah Orne, Betty Leicester's Christmas. Boston:

Houghton, Mifflin Company.

Story of an English Christmas in an old castle.

Judson, Clara Ingram, Petar's Treasure. Boston: Houghton, Mifflin Company, 1945.

The Petrovich family, natives of a small island off the coast of Dalmatia, settle in the fishing center of Biloxi, Mississippi, in 1908. Here they find happiness.

_____, Michael's Victory. Boston: Houghton, Mifflin Company, 1946.

Fourteen-year-old Mike O'Hara was a water-boy for the Toledo and Illinois Railroad, being built in Defiance, Ohio. He hated the encroaching railroads as much as his elders did.

Justus, May, Hurrah for Jerry Jake. Chicago: Albert Whitman, 1945. 64 pp.

How the resourcefulness and wit of the mountain people of eastern Tennessee saved their beloved schoolhouse.

Kennedy, Jean, Here Is India. New York: Charles Scribner's Sons, 1945. 154 pp.

A readable account of Indian life, customs, cultural differences, and history. Many fine photographs.

Hodges, George. When the King Came. Boston: Houghton, Mifflin Company. The life of Christ, including stories from the four Gospels.

Hodgdon, Jeanette Reister. The Enchanted East. Boston: Ginn and Company. 280 pp. Stories of religion, history, and art of ancient peoples and their influence upon our civilization.

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Justice, May. Hurray for Jerry Lake. Chicago: Albert Whitman, 1945. 64 pp. How the resourcefulness and wit of the mountain people of eastern Tennessee saved their beloved schoolhouse.

Kennedy, Jean. Here Is India. New York: Charles Scribner's Sons, 1945. 154 pp. A readable account of Indian life, customs, cultural differences, and history. Many fine photographs.

- Kiviat, Esther, Paji. New York: Whittlesey House, McGraw-Hill Company, 1946. 56pp.
Paji, young wood-carver of Ceylon, rebelled against being forced to carve just elephants. Stunning pictures of jungle and village.
- Kjelgaard, Jim, Big Red. New York: Holiday House, 1945. 231 pp.
A young boy is given the responsibility of training a beautiful Irish setter.
- Knight, Clayton, Quest of the Golden Condor. New York: Alfred A. Knopf, Inc., 1946. 346 pp.
Adventures of Professor Gregory and his two sons in their quest for a famous treasure of the Incas, a condor of pure gold.
- Lamprey, Louise, Children of Ancient Egypt. Boston: Little, Brown and Company.
The story of a happy childhood in Egypt in the days of Thutmas III.
- _____, Children of Ancient Roma. Boston: Little, Brown and Company.
Pictures of early life of the Italian races at the time of the founding of Rome, and the transition period which followed.
- Lansing, Marion F., Great Moments in Exploration. New York: Doubleday, Doran and Company, 1928.
This book contains some forty stories of Exploration, from Alexander the Great to Lindbergh.
- _____, Page, Esquire, and Knight. Boston: Ginn and Company.
Stories of King Arthur, Charlemagne, and other heroes of early days in England, France, Spain and Italy.
- Lavery, Maura, Gold of Glanaree. New York: Longmans, Green and Company, 1945. 192 pp.
Modern Irish children keep an old miser from stealing the golden treasures of Fionn, long buried near their home. Warm and friendly story of country life.
- Leighton, Margaret, The Singing Cave. Boston: Houghton, Mifflin and Company, 1945.
The story of California ranch life. Bill Deane and his young Indian friend, Felipe, take on the job of breaking in an Eastern dude.

Miller, Olive T., First Book of Birds. Boston: Houghton, Mifflin Company.
Reference book of bird habits with black and white and color illustrations.

Kivist, Esther, Pat. New York: Whittey House, McGraw-Hill
Company, 1945. 65pp.
Pat, young wood-carver of Geylon, rebelled against being
forced to carve just elephants. Stunning pictures of
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- Lenski, Lois, Strawberry Girl. Philadelphia: J.B.Lippincott, 1945. 193 pp.
Unusually strong characterization marks this realistic story of Birdie and her life among other Florida Crackers. Newbery Prize Book for 1945.
- Lent, Henry B. This Is Your Announcer, Ted Lane Breaks Into Radio. New York: MacMillan Company, 1945. 199 pp.
Story of a returned pilot who realizes his ambition to get into the radio business. Informative and entertaining.
- Lloyd, Trevor, Sky Highways. Boston: Houghton, Mifflin Company, 1945.
Sky Highways presents an air view of the world, based on a flight from Washington, D.C., to Natal, Brazil, across Africa and India, through Siberia to Alaska, and back to the Nation's Capitol, in personal diary style.
- Lucas, Jeannette May, Indian Harvest, Wild Food Plants of America. Philadelphia: J.B.Lippincott Company, 1945. 118 pp.
A useful as well as attractive contribution to our knowledge of Indian and pioneer foods and herbs.
- Marais, Josef, Koos, the Hottentot. New York: Alfred A. Knopf, Inc., 1945. 188 pp.
Native stories of birds, insects, and animals of the South African Veld, told with imagination and humor.
- McKinley, Charles Jr., Harriett. New York: Viking Press, 1946. 44 pp.
A London delivery horse is retired to the country where she continues her enthusiasm for friends and hats, and where, on her birthday, she receives her dream hat. Delightful nonsense.
- Milhaus, Katherine, Snow Over Bethlehem. New York: Charles Scribner's Sons, 1945. 98 pp.
Moravian Sisters, forced to bring the children in their charge into Bethlehem, Pennsylvania, because of an Indian uprising, make a festival of the experience-- to the children's delight.
- Miller, Leo Edward, Hidden People; the Story of the Search for Incan Treasure. New York: Charles Scribner's Sons.
This is a story of South America; about two young Americans who go adventuring in search of the lost treasure of the Incas.
- Miller, Olive T., First Book of Birds. Boston: Houghton, Mifflin Company.
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Moe, Virginia and Milo Winter, Animal Inn. Boston: Houghton, Mifflin Company, 1946.

Children who love animal stories will learn much of the habits of the four-footed creatures in captivity. John Rabbit, Buster Brown- the red squirrel, Bambi, and many other animal friends.

Molloy, Anne, Shooting Star Farm. Boston: Houghton, Mifflin Company, 1946.

Sabra Douglas is lonely until a new family moves into the empty farm next door and starts a riding school.

_____, Decky's Secret. Boston: Houghton, Mifflin Company, 1944.

The big event in Decky's (Decatur Jones) life is the chance he has to christen a new streamliner in Boston- the Commodore Decatur.

Montgomery, Elizabeth R. Key to Nature's Secrets. New York: Robert M. McBride, 1946. 64 pp.

First easy lessons in scientific experiments with the elemental forces of nature, sound, expansion, light, water, musical sounds, levers, heat, and air. Entertaining and informative.

Moore, Joseph A., Famous Leaders of Industry. Boston: L.C. Page and Company, 1945. 326 pp.

Biographies of twenty-two American business men who won their own way to top positions of power and usefulness.

Moran, George Newell, Kwahu, the Hopi Indian Boy. Boston: American Book Company. 237 pp.

This narrative of Kwahu, who lived before the coming of Coronado to Zuni, presents an accurate and realistic account of old Hopi Indian life.

Moses, Horace S., Here Comes the Circus. Boston: Houghton, Mifflin Company.

A circus book that takes children "backstage" and describes the work of all who make a success of the show under the Big Top.

Noviskoff, Alexis, Climbing Our Family Tree. New York: International Publishers Company, Inc., 1945. 96 pp.

Unusual and arresting tracing of the evolution of species, enlivened by clever drawings.

Oakes, Vanza, The Bamboo Gate. New York: MacMillan, 1946. 157 pp. Story of the life of China's children today.

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Story of the life of China's children today.

Pauli, Hertha, The Story of the Christmas Tree. Boston: Houghton, Mifflin Company, 1944.

A Zion minister in the Cleveland of 1851 creates a heated controversy by introducing the city's first Christmas tree into his church. Good supplementary reading for legends and customs.

_____, St. Nicholas Travels. Boston: Houghton, Mifflin Company, 1945.

A true story of Bishop Nicholas of the early Christian church, reveals the origin of Santa Claus as children know him today.

Peattie, Roderick, Rambles in Europe. Boston: American Book Company. 247 pp.

This is an account of a trip through Europe made by the author and five children.

Scales, Mrs. Laura Woolsey, Boys of the Ages. Boston: Ginn and Company, 1922.

The Egyptian builder, Greek sculptor, Roman soldier,-etc. Delightful sketches of life in different places and ages.

Schneider, Herman and Nina, Let's Find Out, A Picture Science Book. New York: William R. Scott, 1946. 38 pp. Eleven simple experiments about heat, weather, and air.

Severn, David, A Cabin for Crusoe. Boston: Houghton, Mifflin Company, 1946.

Excellent story for those who like the outdoor life and for whom the gypsy life holds a will-o-the-wisp charm.

Sickels, Judd, Riding the Air. Boston: American Book Co., 1945. 144 pp.

The technicalities of flight are explained through detailed illustrations covering weather, clouds, drag-lift, push, altitude, and the construction of modern airplanes.

Smith, E. Boyd, So Long Ago. Boston: Houghton Mifflin Co. 1944.

The evolution of animals, from their earliest beginnings to the modern animals children see at the zoo. As Bobby and his uncle, head of the Natural History Museum, observe the changes in animal life.

Smith, Glanville, The Adventures of Sir Ignatius Tippiotolio. New York: Harper and Brothers, 1945. 162 pp.

Tippy and his followers defy bandits to build the long-dreamed-of hotel in the mountain pass and rescue the princess.

- Snedeker, Mrs. Caroline Dale, The Spartan. New York: Doubleday, Doran.
The story of Aristodemus who alone of the three hundred came back from Thermopylae and was taunted with being the "Coward of Thermopylae."
- Stein, Evaluen. Troubadour Tales. Boston: L.C. Page & Co., 1929.
The book is made up of four tales of the Middle Ages about minstrels, knights, pages, and a little Finnish maiden.
- Stratton, Randall, and H. Wilson, Juárez of Mexico. Boston: American Book Company. 148 pp.
This is the story of Juárez, the national hero of Mexico.
- Stevenson, Augusta, Paul Revere, Boy of Old Boston. Indianapolis: Bobbs-Merrill, 1946. 184 pp.
Childhood of Famous American Series. For young Paul Revere Boston was just one exciting adventure after another.
- Syrett, Netta, Rachel and the Seven Wonders. New York: Stokes, 1923.
Rachel travels into the past and discovers the origin and building of the great pyramid, Babylon's Hanging Gardens, the Colossus of Rhodes, and the rest of the seven wonders.
- Tappan, Eva M., Old Ballads in Prose. Boston: Houghton, Mifflin Co.
Twenty-two old English and Scottish ballads, including "Robin Hood," retold in simple prose.
- Van Stockum, Hilda, The Mitchells. New York: Viking Press, Inc., 1945. 246 pp.
Amusing story of the ups and downs of an American family during wartime. The children are real, natural, and lovable.
- Weston, Christine, Bhimsa, the Dancing Bear. New York: Charles Scribner's Sons, 1945. 120 pp.
The strange adventures of Bhimsa, his master, and David, as they travel together through India.
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Caius Tullus is the hero of the story which traces his entry into Caesar's army, his training, his promotion to standard-bearer, and his further experiences and rise to success.

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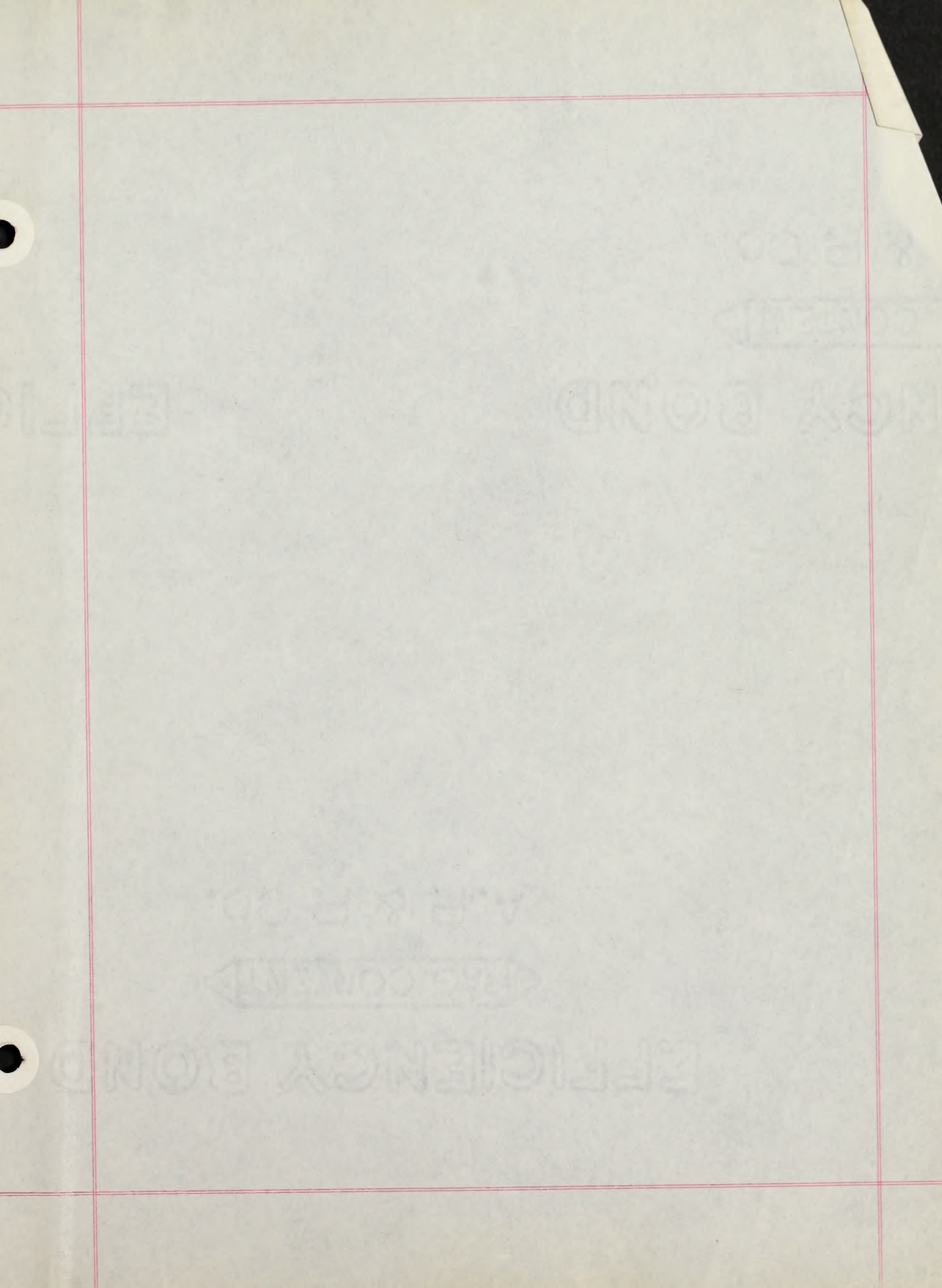
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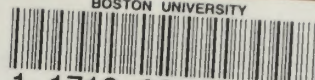


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